

Sample Assessment for Formal Speaking: Form One

Speaker _____ Date of Presentation _____

For each item, check the box with the most accurate description.			
Presentation	Poor	Satisfactory	Good
Volume. Was the speaker's voice loud enough?	Too loud or too soft	Usually loud enough	Easily heard, with voice loud or soft as required
Diction. Were the speaker's words easy to understand?	Mumbling or monotonous	Usually understandable	Clear, easily understood
Pacing. Was the speaker's speed appropriate?	Too fast or too slow	Speed usually good	Good speed, going fast or slow to fit material
Eye contact*. Did the speaker use eye contact effectively?	Little or no eye contact	Some eye contact	Appropriate eye contact
Gestures. Did the speaker use appropriate body movements that contributed to your understanding of the meaning?	Few or no gestures used	Occasional gestures used	Gestures used frequently and appropriately
Expression. Did the speaker's voice express feeling?	Little or no expression	Some expression	Consistently expressed appropriate feeling
Understanding of material. Did the speaker indicate an understanding of the material?	Uncertain or confused delivery	Usually in control	Strong, purposeful presentation
Effect on audience. Did the speaker make it easy for you to understand and have an interest in what was said?	No enthusiasm, dull	Showed enthusiasm for subject	Created enthusiasm or other appropriate feeling in audience
Content and Organization	Poor	Satisfactory	Good
Introduction. Did the speaker let you know immediately what the speech would be about?	Introduction dull, confusing	Made topic clear	Made topic clear and created interest in it quickly
Body of speech. Did the speaker lead you steadily from one idea to the next with examples, where needed?	Disorganized, confused	Ideas seemed to be connected	Well organized, maintained high interest
Summary of conclusion. Did the speaker pull together all the ideas of the speech and end it logically?	Trailed off at the end	Let you know the speech was over	Tied up all loose ends but left you wanting to hear more

* Some of the items listed above (e.g., eye contact, pacing, expression) can vary across cultures and in accordance with situation. Teachers should also be aware of second language and dialectical differences that can be present in students' speech, and adapt their assessment instruments accordingly.

(Adapted from Shaparro & Trost, 1985, p. 29. Used by permission of McDougal, Littell and Co.)